DOCUMENT RESUME

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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to comprehending and evaluating complex information in a variety of English language non-fiction reading, viewing and listening selections. It begins with reference to the particular content standard addressed in the package, the educational level of the package ("partial" high school), and a summary statement of the content standard. It then describes the task associated with the student performances: create a briefing notebook that summarizes a range of information on an issue, topic, or problem related to young people. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 392

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Read, View, Listen: Read Complex Information **Level:** Partial High School

Title of Package/Activity: Briefing Notebook

Summary Statement of Content Standard:

Comprehend and evaluate complex information in a variety of English language non-fiction reading, viewing and listening selections.

Description of Student Performances:

Task 1: Create a briefing notebook that summarizes a range of information.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria

4 - Performance on the part(s) of the standard addressed in this package achieves and exceeds expectations of high standard work.
3- Performance on the part(s) of the standard addressed in this package meets the expectations of high standard work.
2 - Work on the part(s) of the standard addressed in this package has been completed, but all or part of the student's performance is below high standard level.
1 - Work on the part(s) of the standard addressed in this package has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 216 756

PERFORMANCE PACKAGE TASK 1
Briefing Notebook

Content Standard: Read, View, Listen: Read Complex Information **Level:** Partial High School

Specific Statement(s) from the Standard:

What students should do:

1. Read, view and listen to a variety of English language selections containing complex information:
   a. identify main ideas and supporting information
   b. distinguish fact from opinion and/or fiction from non-fiction
   c. identify bias, point of view and author's intent
   d. identify relevant background information

In addition:

2. Selections should reflect a range of viewpoints
3. Selections should represent the level of difficulty found in professional publications, reports of international and national affairs or reports of business trends

Product(s):

- Briefing notebook

Task Description:

Overview: Through reading, viewing, and listening to complex materials related to your issue, topic, or problem, you will create a briefing notebook. The notebook is intended to be a clear and concise overview of your issue, topic or problem that condenses and summarizes a range of information that can be presented to decision makers.

1. Select an issue, topic, or problem relating to young people.
2. Brainstorm a list of possible informational sources dealing with your subject:
   - sources should reflect a diversity of viewpoints
   - materials should include a variety of non-fiction formats.
3. Set up a collection file to keep important materials and any notes you make regarding the information.
4. Using the materials from the collection file, create a briefing notebook.

   a. Include a list of key points/ideas and their supports contained in the materials you consulted.

   b. Incorporate a bias check of the materials. You will need to examine the way(s) language is used to communicate particular viewpoints and/or information. Identify loaded words, stereotypes, exaggerations, omissions and other examples of bias in assessing the credibility of the information. Include patterns of bias you find.

   c. Provide a diagram that displays:
      - the range of viewpoints related to the issue/topic/problem
      - possible reasons for these viewpoints
      - the impact of these viewpoints on the issue/topic/problem.

   d. Supply background information, covering relevant legal, political, economic and/or social factors.

Task Description, continued

e. Prepare a chart or list of misconceptions circulating about your topic. Misconceptions include rumors, myths/fictions, stereotypes, misrepresentations and/or half-truths.
   - Include a brief explanation of each misconception you uncover in your study.
   - Challenge and/or refute each misconception with documented evidence or facts.

f. Include complete documentation of sources.

5. Prepare to present your briefing notebook to an audience (classroom peers, real policy making group). You will need to explain and defend your product.

Special Notes:

Students could submit their summary documents to local or state agencies, groups or boards who are working on youth issues. The Internet is a possible source for lists of groups working with young people.

For students to meet standard, this package could be combined with the source analysis from another. Read Complex Information package; *Academic Reading File*.

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
_____	Key points are accurately identified and supported with valid evidence.	_____
_____	Examples of bias are accurate and clearly explained.	_____
_____	The variety of viewpoints accurately reflects the range of opinion on the topic.	_____
_____	Reasons for viewpoints are clearly explained and supported.	_____
_____	Background information is accurate and contributes significantly to an understanding of the issue.	_____
_____	Misconceptions are clearly labeled and explained.	_____
_____	Appropriate facts are used to challenge the misconceptions.	_____
_____	Documentation is accurate and complete.	_____

Overall Comments (Information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):